

# INSPECTION REPORT

## **LONGSPEE SCHOOL**

Poole, Dorset

LEA area: Poole

Unique reference number: 113963

Headteacher: Mr E. Bell

Lead inspector: Mrs F.D. Gander

Dates of inspection: 12<sup>th</sup> – 14<sup>th</sup> January 2004

Inspection number: 258937

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	37
School address:	Learoyd Road Canford Heath Poole Dorset
Postcode:	BH17 8PJ
Telephone number:	01202 380266
Fax number:	01202 380270
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B. Sullivan
Date of previous inspection:	1/03/1999

## CHARACTERISTICS OF THE SCHOOL

Longspee School provides education for pupils between the ages of four and eleven who are experiencing emotional and behaviour difficulties. The school currently has 37 pupils, between the ages of seven and eleven on roll and of these four are girls. There is currently only one pupil under the age of eight. The school serves the Borough of Poole, but the majority of pupils currently in the school come from three other surrounding authorities, and therefore travel from a wide geographical area. The school has an Outreach Service that supports mainstream schools in Poole and is currently working with 29 schools. Due to this the number of pupils from the Borough of Poole who are admitted to the school has fallen. As a result, the overall number of pupils in the school has fallen by a third and it now has 42 places.

The majority of the pupils have difficulties in learning related to their emotional and behavioural difficulties, but the school does have some pupils who have moderate learning difficulties, or Asperger's Syndrome. All have a statement of special educational need, and many have spent some time out of school. Due to this, the attainment levels of almost all of the pupils, on entry are below those expected for pupils of a similar age. The socio-economic background of the pupils is very mixed but over half of the pupils are entitled to free school meals, putting the school well below the national average and below that of similar schools. A very small number of pupils are from mixed ethnic backgrounds but all speak English as a first language.

The school has a very high level of pupil mobility, with a high percentage of pupils returning to mainstream education, or moving onto to other special schools. A third of the pupils have only been in the school for one term, and two thirds have been admitted in the last year.

There are proposals to change school sites and extend the provision to include KS3 and 4 pupils.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21265	Mrs F.Gander	Lead inspector	Information and communication technology, art and design, music, personal, social and health education.
9646	Mrs G. Osmett	Lay inspector	
7465	Mr R. Brent	Team inspector	Science, history, geography, special educational needs.
22391	Mr N. Smith	Team inspector	Mathematics, design and technology, physical education.
27058	Mrs K Cannon	Team inspector	English, religious education, English as an additional language.

The inspection contractor was:

Penta International  
Upperton House  
The Avenue  
Eastbourne  
Sussex  
BN21 3YB

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN SUBJECTS IN KEY STAGE 2</b>	<b>19</b>
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>29</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very** effective school, not only because pupils, in relation to attainment when they enter the school, achieve well, but because the school provides a **very successful** Outreach Service. Significant improvements have been made to quality of teaching, the management of behaviour and the raising of expectations of staff. A **very good** ethos for learning has been created, and this ensures that pupils make very good progress in their dealing with their personal difficulties. The impact of this can be seen in the high number of pupils who transferred back into mainstream education. This is a very caring, well organised, and safe school. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- There is an outstanding and very valued Outreach Service.
- The headteacher has an excellent vision which has resulted in very good improvements to the provision.
- The school's ethos, and the implementation of its behaviour management policy, ensures that pupils make considerable progress in managing their emotional and behavioural difficulties.
- The expectations and teamwork of staff ensure that pupils' difficulties to learning decrease and that they re-engage in learning and achieve well.
- The school's monitoring and evaluation procedures provide valuable information about how well pupils are achieving and allows the school to evaluate its effectiveness.
- The standards achieved in music, and in design and technology could be higher.
- The co-ordinators could further develop and manage their subjects.

**Very good** improvements have been made since the last inspection, and especially in the last two years. These have ensured that pupils receive support and guidance in a safe and secure environment, and now achieve well. Pupils develop better attitudes to learning, do not now abscond, and as a result, many attend the school for a short time and are able to return to mainstream. Teachers are now confident and more skilled in managing pupils' behavioural outbursts. This has had an affect on the moral of staff. The improved provision for supporting pupils and schools through the Outreach Service has had a significant impact on the number of pupils being transferred to special education.

### STANDARDS ACHIEVED

Pupils achieve **well**. This is especially so in English, mathematics, science, information and communication technology, and in physical education. Pupils who have additional special educational needs, such as Asperger's Syndrome or specific learning difficulties achieve **very well** because the school quickly identifies these needs. Due to the thorough identification of pupils' needs, and the strategies and support put into place by the school to help them overcome these difficulties, the pupils make **very good** progress in their personal and social development.

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 6	<b>Good</b>	<b>Very good</b>

The provision for spiritual, moral, social and cultural development is **good**. Pupils have **very positive** attitudes to learning and behave **well** in lessons and around the school. The school successfully teaches pupils to distinguish between right and wrong and encourages them to treat others with respect and consideration. Attendance and punctuality are **very good**.

## QUALITY OF EDUCATION

The overall educational provision of the school is **good**. The quality of teaching and learning is good overall. There are examples of very good teaching by more experienced teachers who have developed a wide range of methods and expertise in managing pupils who are reluctant to learn. The curriculum is **good**. It is broad and relevant, and meets all statutory requirements. It prepares pupils well for returning to mainstream education. However, some of the classrooms are too small and limits the amount of practical or investigation activities that can be planned. The level of care, welfare, health and safety, and the support provided by all staff to help pupils overcome their specific difficulties are **very good**. The school has **very strong** partnership with all parents, and **excellent** links with other schools.

## LEADERSHIP AND MANAGEMENT

The headteacher provides **very good** leadership. The senior managers and the governors of the school manage the school **well** and this has resulted in a greatly improved school. However, subject leaders do not yet have a complete overview of their subjects. The school provides an **outstanding** Outreach Service.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents feel that the school has improved greatly and they are extremely pleased that their children have a place in the school. They recognise that their children make good progress. The majority of pupils like coming to school and feel very secure and supported.

## IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve the provision in music and in design and technology so pupils achieve higher standards.
- Further develop the roles of the subject co-ordinators so they have a complete overview of standards and teaching, and share good practice.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in subjects**

All pupils, in relation to the previous levels they were attaining when they entered the school, **achieve well**. They **make very good** progress in their personal and social development. Those who have additional special educational difficulties **achieve very well**.

#### **Main strengths and weaknesses**

- The vast amount of improvement that has been made to the overall quality of educational provision in the school has had a very good impact on the achievements of pupils and the progress they make over time.
- Pupils achieve well because the staff help them overcome their emotional and behavioural difficulties, and develop positive attitudes to learning.
- Pupils make good progress in English, mathematics, science, information and communication technology (ICT), and in physical education.
- Pupils with additional special educational needs make very good progress because their difficulties are accurately assessed by the school.
- In the subjects where teachers have less expertise or which have not yet been the priority for development pupils do not achieve as well as they might.

#### **Commentary**

1. Over the last three years a vast amount of improvement that has been made to the overall quality of educational provision in the school. This has included the implementation of a whole school behaviour management policy, the raising of staff confidence in managing behaviour, the improvement of teaching and learning through higher expectations and teamwork, and improvements to the curriculum and assessment. This has had a very good impact on the achievements of pupils and the progress they make while they are in the school. The school is not now seen as a long term alternative to mainstream education but as an option which helps pupils to improve their attitudes to learning, and to each other. It ensures that they become co-operative learners who can return to mainstream education. In the last two years, the school has concentrated on important areas of the curriculum, such as English, mathematics, science, information and communication technology, and physical education. It is in these subjects that pupils achieve well and make considerable progress. Parents are particularly pleased with the progress that pupils make, especially in their ability to engage in learning with fewer instances of anger or defiance, and many state that their children have been eager to learn to read and write since coming to the school. There are no differences between the achievement of boys and girls.

2. Pupils achieve well and they make good progress over a short period of time. Because the school carries out detailed assessment of pupils when they enter the school, and continually tracks the progress they make, especially in English, mathematics and science, the school is able to set targets based on this information for each pupil. The systems that the school has devised to monitor and track progress, informs staff about individual pupil progress. The information shows that pupils, in English and mathematics, increased their attainment level on average by one and half National Curriculum bands during last year. This was above the targets set for the school and puts the standards that the school achieves above that of similar schools. It is comparable to mainstream schools. This information has been used effectively to set higher targets for the coming year, especially in mathematics where the school felt it was not reaching higher enough standards.

3. The school has a number of pupils with additional special educational needs. However, prior to coming into the school these have not always been identified as the priority need and sometimes



have been masked by their poor behaviour. The school, through assessment and monitoring, gets to the root cause of the behaviour, and identifies these additional needs very well. As a result, these pupils achieve very well and make significant progress overcoming their particular difficulties in learning. All needs are clearly documented in the individual educational plans (IEPs) and each target set builds on the progress made by the pupil in the previous one.

4. The pupils achieve well in science, information and communication technology and in physical education. This is due to the good co-ordination of the subjects. These subjects have a well developed curriculum with learning objectives that are assessed. In science, and in ICT, teachers are confident and have a good level of expertise and this enables them to teach the subjects more effectively. In science, lessons have been observed and good practice shared, while in information and communication technology the recent development of using the ICT co-ordinator to teach alongside the class teacher enables all pupils to have access to a great deal of expertise.

5. The achievement of pupils in other subjects of the curriculum is satisfactory, and is closely linked to individual teachers' experience or level of expertise in the subject. Therefore, where pupils are taught a subject by a teacher with a higher level of expertise, achievement is better. For example in music, where a co-ordinator with a high level of expertise takes the lesson, teaching and learning is very good. But in classes where pupils are taught by teachers who have to follow a commercial scheme of work and do not have any musical expertise, learning is only satisfactory. Over a period time these pupils do not achieve as well as they should. This is also the situation in design and technology.

### **Pupils' attitudes, values and other personal qualities**

7. Pupils have **very positive** attitudes to learning and behave **well** in lessons and around the school. The school successfully teaches pupils to distinguish between right and wrong and encourages them to treat others with respect and consideration. Provision for pupils' spiritual and cultural development is **good**. Attendance figures and punctuality are **very good**.

### **Main strengths and weaknesses**

- The high expectations, coupled with very successful behaviour strategies, are consistently used across the school.
- The pupils and staff have good relationships, which are built upon mutual respect and trust.
- There is a positive ethos which encourages development of self-esteem, respect and consideration for others.
- Within the good provision for personal and social education there is a strong emphasis placed on teaching moral principles.
- The strategies used by the school have improved the attendance which is well above average for similar schools.

### **Commentary**

7. The school's behaviour code is set out clearly, known to all and implemented consistently. This, and the school's work on inclusion, better attendance and enhanced learning support have had a good effect on behaviour which has been noted by parents and others. The school now provides a caring and safe environment in which pupils are encouraged to work productively, improve their attitudes towards others and build up their self-esteem. It has made a significant difference to the attendance and behaviour of those who find school difficult and as a result exclusions have decreased. There is no bullying, racism or other forms of harassment. Those pupils with additional needs, such as, learning difficulties or Asperger's Syndrome receive very good support in lessons and this helps their concentration and behaviour.

8. The ethos of the school provides a very good foundation for the development of pupils' self-discipline, behaviour and respect for the views of others. All staff at the school work hard to ensure

that even small gains in confidence and self-esteem are consolidated and rewarded. They also make sure that they show they continually value pupils' contributions and achievements, and as a result relationships are very good.

9. Initiatives, which help the promotion of positive attitudes, have been introduced and include the use of well organised activities at breaktime and lunchtime to develop social skills, such as playing games co-operatively and taking turns. This contributes to the good relationships observed in the school. Pupils trust the school to help them sort out their problems. In turn, they have been taught to ignore the occasions when other pupils cannot manage their own behaviour; this contributes significantly to the smooth running of lessons. The curriculum and teaching emphasise opportunities for pupils to complete practical activities, such as scientific investigation. This enables staff to reward pupils who are then able to start to re-build their interest in science. A good example of the school's emphasis on building up pupils' self confidence was observed in personal, social and health education (PSHE) where a member of the local support team presented situations in a drama/role play lesson.

10. Pupils develop a clear set of values which reflect the school's ethos. Assemblies and subjects, such as religious education, history and PSHE offer good opportunities for reflection on, and the exploration of, the ideas of others. Additionally, as a result of very good systems for individual target setting, all pupils have clear self-knowledge, which is reflected in their personal statements, about what behaviours they need to improve. The school promotes a strong moral code and parents and pupils have indicated their appreciation of the consistency and equity shown by staff about what is right and how people should behave. Through lessons in personal and social education, assemblies and the daily observance of the behaviour code, pupils are encouraged to come to their own, informed opinions about right and wrong. The provision made for the social and cultural development of pupils is good. Their social and cultural understanding is enriched by a good range of activities during breaks and the lunch-hour, but more could be done to use the opportunities offered by the local community.

11. Particular attention has been paid to the attendance and punctuality of pupils during the last two years. The high number of unauthorised absences recorded by the school last year were incurred by a group of pupils who stayed at the school after their official leaving date, while secondary placements were found for them. Their attitude to school was not positive and many did not attend in that time. This also contributed to the increased number of exclusion recorded for that period of time. The present headteacher has implemented a range of measures to encourage better attendance, including a more rigorous monitoring system. Figures have improved since the last inspection and are now well above those found in similar schools. This, coupled with high levels of punctuality, contributes to the pupils' good achievement.

***Attendance in the latest complete reporting year ( percent)***

Authorised absence		Unauthorised absence	
School data	6.8	School data	2.9
National data	12.2	National data	7.7

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year for **similar schools**.*

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Any other ethnic group
No ethnic group recorded

### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
20	7	
1	3	
1		
1		
3		
11		

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

12. The overall educational provision of the school is **good**. The school provides a broad and relevant curriculum. It meets all statutory requirements, and enables pupils to return to mainstream education. However, some of the classrooms are too small to support practical or investigation activities. The quality of teaching and learning is **good overall**, and there are examples of very good teaching by more experienced teachers. The level of care, welfare, health and safety and support given by all staff to help pupils overcome their specific difficulties are **very good**. The school has established a **very strong** partnership with all parents.

### **Teaching and learning**

13. Teaching and learning is **good overall**. **There are examples of very good teaching that result in pupils achieving very well. Assessment is very good overall**, and the evaluation of the information that it generates is used very well to set academic and personal targets.

### **Main strengths and weaknesses**

- The quality of teaching and learning has improved since the last inspection.
- The majority of teachers have received extensive training so that they have know how to develop positive attitudes to learning, manage behaviour well, and understand pupils' complex emotional needs.
- Teachers plan and organise their lessons thoroughly so that all pupils are fully included.
- The school uses assessment very well to determine what pupils need to learn next.

### **Commentary**

14. The quality of teaching is good overall and has improved since the last inspection. The decision last term to reduce the number of classes, allowing both the deputy headteacher and a senior teacher not to have a class responsibility has benefited the school greatly. This is because they are now available to help and support in classes, and to cover if staff are absent. It means that the school does not have to rely on supply teachers who do not know or understand the pupils, and, do not consistently apply the firm guidelines laid down at the school. Parents and others involved in the school feel it has improved considerably. This is due to the good selection of new staff and the emphasis on training in behaviour management, and in meeting the academic, social and emotional needs of pupils. Teachers have a good knowledge of the majority of subjects they are required to teach, except for music. This is the result of the training for literacy and numeracy, and the support provided to teachers and learning support assistants by the ICT co-ordinator who is working

alongside teachers in ICT lessons. As a result teachers, have become confident in using a wide range of programs which support pupils' learning and helps them to achieve well.

15. The good or very good teaching and learning which is evident in the school occurs in all classes and year groups, including in some classes where teachers are relatively new to the school. It is consistently good in literacy, numeracy, science, information and communication technology and physical education. Teachers have benefited from rigorous performance management and professional development that has been put into place in the school by the senior management team. There was no unsatisfactory teaching or learning on the week of the inspection but weaker teaching is evident in subjects which some teachers have little expertise, such as music. The school is aware of this and is trying to compensate thorough the use of commercial schemes of work for teachers to use when planning learning experiences.

**Summary of teaching observed during the inspection in 32 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3 %)	5 (16 %)	19 (59 %)	7 (22 %)	0 (0 %)	0 (0 %)	0 (0 %)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

16. In the majority of lessons, and especially where the teaching and learning are very good, the teachers and support assistants have established very good relationships with the pupils. This is particularly commendable, as a high percentage many of the pupils are recently arrived in the school, and some are very anti-school and learning. The behaviour management techniques are consistently used by all staff and well understood by the pupils; as is the reward system. For example, in one Year 6 class, teaching and learning was very good because the teacher demonstrated very good management of behaviour. He used a variety of teaching strategies and had enough experience and confidence to know when pupils had stopped learning and a new activity or strategy needed to be introduced. All teachers introduce the lessons well with an explanation of what they will be expected to learn. Pupils like this as they know what they will be learning and what is going to be required of them. The teachers make sure that no time is wasted in the lessons, and as a result pupils are engaged in learning activities all of the time and achieve well. In most classes, the planning shows that the organisation of lessons has been well thought through so as to minimise the opportunities for pupils to become bored, aggravate each other or feel that they are not achieving. There is constant praise and reinforcing of their targets both for behaviour and for learning. All pupils are fully included in all lessons and this is made possible by the very good support from learning support assistants.

17. The senior managers have concentrated on making sure that pupils are very well assessed, particularly in communication, literacy and numeracy, and in personal and social development. This identifies their learning needs as well as the difficulties they have in personal development. There is extensive information collected by the school and this is constantly updated to show the progress pupils are making in these areas. This is used very well by the senior managers to evaluate the progress each pupil is making in a specific area. Teachers use this information in their planning of lessons and are therefore well aware of how well pupils are doing. However, assessment by teachers of how well pupils are achieving against the learning outcomes in some subjects, such as design and technology, or music are not yet developed. The school is well aware that this needs to be a focus of school development.

**The curriculum**

18. The curriculum is **good** overall and meets all the statutory requirements. Opportunities for curriculum enrichment are **satisfactory**. Overall the accommodation and the resources are **good**.

## **Main strengths and weaknesses**

- There is a good curriculum in place which is broad and balanced.
- There is a weakness in music due to the lack of expertise and experience of teachers in teaching this subject.
- The curriculum prepares pupils very well for re-integration into mainstream school.
- There is good provision for pupils who have special educational needs which are additional to their emotional, social and behavioural needs.
- The organisation of the classes and the curriculum emphasis ensures that the youngest and most emotionally vulnerable pupils re-engage in learning.
- More use could be made of the outside environment to support some aspects of the curriculum.

## **Commentary**

19. There is a good curriculum in place which in most subjects is well resourced, especially for English, mathematics, science, music and physical education. It provides pupils with all subjects of the National Curriculum, and covers all as the different strands within in subjects. There is a strong emphasis on personal development, and citizenship, which pervades the whole curriculum, and the whole of the school day. However, there is a weakness in music, where although the different aspects of music, such as performing, appraising, and composing are taught, not all the teachers have the necessary skills and expertise to teach these. The co-ordinator who is experienced has recognised this and has introduced a commercial scheme of work for teachers to use in planning and teaching. This has not been in place long enough to ensure that pupils are achieving as well as they might in all aspects of the subject.

20. The curriculum has been designed very well and is relevant to the needs of the pupils and also to the changing population of the school. The school ensures that there are very good opportunities for all pupils to have access to the same learning experiences, not only within the school but also when compared with pupils of the same age in mainstream school. The management has rightly identified that the curriculum needs to cover all subjects so as to allow pupils to successfully return to mainstream education. This it has achieved very well, through the working partnership it has with other primary schools via its Outreach Service, and by matching the programmes of study closely.

21. The curriculum for younger pupils has been designed to take account of their inability to readily concentrate on learning activities for long amounts of time, or at all. This has been achieved by creating two parallel classes where the pupils who are more emotionally vulnerable are nurtured into the routines and expectations of school life. As pupils make progress in their attitudes to learning they move into the next class in which the curriculum is more formally taught. As a result these younger pupils settle in and some move quickly into the next class.

22. After school activities are not provided by the school because of transport arrangements and the amount of time spent travelling. However, the school has developed a range of well organised activities at lunchtime, which help pupils to develop social skills. Activities outside of the school are limited by the unavailability of transport, the need for extra staffing if pupils are to be taken out of the centre, and, until the last year, the unacceptable behaviour of pupils. In order to compensate for this the school organises a good range of visitors, speakers and performers in order to enhance areas of the curriculum, such as drama, dance, and music. However, more use could be made of the outside environment to support some aspects of the curriculum, such as for scientific or library visits and environmental studies.

23. The school makes good provision for the additional special educational needs which some pupils have. These are mainly specific learning difficulties or Asperger's Syndrome. Many of the emotional and behavioural difficulties displayed by the pupils are the result of these additional needs. When they enter the school, appropriate targets are set within the individual education plans (I.E.Ps). These are reviewed meticulously and the provision in statements is implemented very well.

24. Improvement in this area is very good. The management and the staff of the school have worked extremely hard since the last inspection in developing and improving the curriculum. This has been achieved with the support of twice weekly development meetings for all staff over an eighteen month period.

### Care, guidance and support

25. Procedures to ensure the care, welfare, health and safety of the pupils are **very good**. Achievement and personal development are monitored **very effectively**. The involvement of pupils in the work of the school and its development is **satisfactory**.

### Main strengths and weaknesses

- Pupils have very good and trusting relationships with staff.
- The pupils are very well cared for and they like being at school.
- Induction procedures for pupils are very good and help them to settle quickly.
- The quantity of monitoring and evaluation of pupils' personal and academic progress is substantial.

### Commentary

26. There are very good relationships throughout the school between pupils and between pupils and adults. All adults are very good role models in the way they conduct themselves and interact with the pupils. This means the pupils feel secure and safe because they know there are people they can trust and turn to if they have any worries. Responses to the pre-inspection questionnaires from parents and carers show that the pupils like school. This is evident in the way the pupils enter school in the morning, happy to see the staff and willing to work. Very thorough arrangements for child protection, transportation, health and safety and first aid are in place. Break and lunch times are very well used to enhance pupils' personal and social development as the staff play games with and supervise the pupils' play very effectively.

27. There are very good arrangements for the induction of pupils new to the school. The Outreach Service has established excellent partnerships with other schools. Teachers support identified pupils in those schools and prepare them very well for transfer to Longspee. The very good procedures help the pupils to settle quickly and all parents and carers who responded to the pre-inspection questionnaire agreed that there are good arrangements for settling into school.

28. The head teacher, senior staff and many of the Outreach team have a great amount of information about each pupil. This is because, for the pupils from Poole, they have been involved with the mainstream school, supporting advising and working with pupils, parents and teachers. Where pupils come from outside the Poole area, the school ensures that very detailed information is collected so as to provide the most comprehensive picture of each pupil. Systems to enable staff to monitor behaviour, attendance and progress in subjects such as English and mathematics, are extensive and have very much improved since the last inspection. Extremely good use is made of ICT to display the information, either for an individual pupil or by different groups. These monitoring procedures are of high quality as they provided information which is evaluated thoroughly, and as a result, the senior staff have analysed the school population very well. This provides detailed information which allows them to set targets and track progress.

### Partnership with parents, other schools and the community

29. The school has a **good** partnership with the parents. Links with other schools through the support provided by the provision of outreach are **excellent**. The school has **satisfactory** links with the community.

## Main strengths and weaknesses

- Parents have very positive attitudes towards the school.
- Parents and carers are consulted and their views taken into account, so that there is a consistent approach to caring and supporting the pupils.
- Information for parents and carers about the progress children are making is very good.
- The impact of the Outreach Service enables mainstream schools to reduce their numbers of excluded pupils.
- Outreach empowers mainstream teachers to cater for pupils with emotional and behaviour difficulties.

## Commentary

30. Responses to the pre-inspection questionnaire and meeting were positive and reflect parents' confidence in the school. The headteacher respects the opinions of the parents and carers and listens to and acts on their suggestions. For example, the majority of the pupils are now wearing school uniform, there is a reduction in swearing in the school and transport arrangements have been improved. Parental comments are also collected at consultation evenings and the headteacher collates and responds to them. Staff maintain close contact with families through regular telephone conversations and the school holds four formal meetings with parents and carers each year.

31. Information provided by the school is very good and has improved since the last inspection. The school prospectus is well written, parent friendly and gives full details about school policies, curriculum information, and teaching staff which parents need to know. Parents and carers are kept very well informed about how the pupils are progressing and what they are learning. The annual reports contain very good information about pupils' achievements. They include National Curriculum attainment levels and targets for improvement that parents can identify with and support.

32. Designated staff provide the school's Outreach Service to 29 local schools. The programme is exceptionally well managed, with very well planned induction and training courses. These empower mainstream staff with strategies to recognise and cater for inappropriate behaviour patterns in a positive manner and with the confidence to use these skills. Representatives from local schools stated that it was very well recognised by all schools that the Outreach Service enables them to retain pupils in their school who might otherwise have been excluded. Such is the success of the service that mainstream school staff have greater personal confidence in identifying and catering for pupils with behaviour and emotional difficulties at a significantly earlier age than was previously possible.

33. Local school staff are delighted with the success of the service, citing a number of examples where pupils in danger of being excluded have been retained and, in one case, where a pupil has gained a place at the local Grammar School. Liaison between the schools, the Local Education Authority and multi agency support services are excellent, with weekly meetings which are further supported by very well documented monitoring visits on a regular basis. Mainstream school representatives speak highly of the professionalism of this very successful venture.

## LEADERSHIP AND MANAGEMENT

34. The headteacher provides **very good** leadership. The senior managers and the governors of the school provide **effective** management that has resulted in a **greatly improved** school. Overall management is **good** but subject co-ordinators do not have a complete overview of their subjects.

## **Main strengths and weaknesses**

- The vision of the head teacher is excellent and this has established a school with a sense of purpose for both staff and pupils, high expectations focusing on raising achievement, and, the promotion of inclusive education.
- The planning, management and induction services are excellent.
- The strategies used by the leadership team to develop the educational provision have resulted in a very much improved school.
- The senior managers and the governors manage the school well; they thoroughly evaluate the information collected from monitoring, identify the strengths and weaknesses, and set targets for improvement.
- Subject leaders are not yet at the stage of observing the teaching of subjects, evaluating the curriculum, and sharing good practice.

## **Commentary**

35. Following the last inspection in 1999, the school went through a phase of significant turmoil, which included the loss of the senior staff, as well as very high staff absence rates. There were many significant weaknesses in the school and there is evidence that the school further deteriorated after the inspection, especially in the area of pupils' attitudes to each other and staff, their behaviour, and their absconding from classes and school. Prior to the appointment of a new headteacher in March 2001, the school had been managed for a time by acting head and deputy headteachers. The new headteacher came to the school with considerable experience and success, especially in promoting inclusion through the provision of Outreach Services for mainstream schools who were experiencing difficulties in removing the barriers to learning from their most emotionally vulnerable pupils.

36. Following the appointment of the current headteacher, the considerable issues arising from the last inspection, and the further weaknesses that occurred following it, have been the focus of school improvement. This has been assisted by additional support of the Local Education Authority. The most significant of these weaknesses, were the high absent rate of staff and the unacceptable behaviour and attitudes of the pupils. These have all been addressed. The rate of absence has reduced from ten to six per cent; staff now feel confident that they are well equipped and trained to meet the emotional, behavioural, and academic needs of pupils. As a result, teaching is now good overall. This clear vision and focus, along with a purposeful and well paced plan for change has had a significant effect on pupils' achievement, and the progress they make both academically and personally. The governors, senior managers and the local education authority are continuing to work closely together to resolve any outstanding long term staff absence, and further develop staff skills, for example in managing their subjects.

37. Over the past two years the school and the Outreach Service have developed very well. This progress reflects the excellent vision of the head, who sees the future possibilities with clarity and understanding. He sees the school as a centre of excellence and has gone some way to ensure that this can happen. His vision is shared effectively with governors and the deputy head teacher, and has been important in convincing staff that the way forward is through subject leaders being actively involved in facilitating improvement. The teamwork of senior management is very good; it has positively developed the weak curriculum, behaviour management and staff training, to such a degree that the school now has shared expectations for success. The management team has been effective in promoting teamwork and helping staff see that they have a shared role in school improvement. The school now has a calm environment where pupils are happy to attend and parents are equally happy to send them. This has been difficult to achieve and has taken a lot of the time and energy of the staff. The positive attitudes toward behaviour management and the training provided by the school have improved staff confidence and have significantly reduced incidents, absconding and poor behaviour. Detailed analysis of incidents provides information for individual behaviour plans. These have reduced the number of incidents and improved the number of pupils attending other schools.



### Example of outstanding practice

**The quality of the Outreach provision is outstanding. The detailed, thorough organisation and planning is a contributory factor in its smooth operation and outstanding success.**

Designated Longspee School staff visit a potential Outreach receiver to assess the problem and work alongside mainstream staff in advising possible strategies which might be used with different pupils. Staff from the receiving schools attend the two induction courses, which enhances their professional development. Mainstream teachers say that their increased confidence and the back-up support of Outreach staff enable them to conduct their lessons with fewer interruptions and consequently improve the quality of teaching and learning. In cases where all strategies have failed and it is necessary to transfer the pupil to a special school, the transition period is eased considerably because the pupil is already familiar with Longspee teachers. The monitoring of Outreach is excellent with detailed graphs showing what has or has not worked, and this enables teachers to pinpoint areas for concern and aids the preparation of accurate individual pupil programmes and targets. Multi-agency support and links with the Local Education Authority ensure that Outreach provides a whole and complete service of the highest quality which meets the needs of schools and their pupils.

38. The collection of information concerning pupils' achievements in the major areas of the curriculum, the progress they are making, and the trends and patterns of behaviour and absence is extremely comprehensive. It provides an enormous amount of information which the headteacher, the deputy headteacher and the Outreach staff thoroughly analyse and evaluate so that they can pinpoint improvement or deterioration. The school is therefore very aware of the needs, including the additional needs, of all the pupils, and which unacceptable behaviours need replacing with acceptable ones. These systems of monitoring have also been very effective in reducing staff absence.

39. There are two further areas for development within monitoring. These are the increased monitoring of teaching and learning across the school by the senior management team. This has been difficult over the last two years as the headteacher and deputy constantly had to either cover staff absence or manage the behaviour of the most aggressive pupils. As a result, planned visits to classes did not happen. During the last term, this has been addressed by the local education authority through the reduction of the number of pupils in the school. This has freed a teacher who can cover an absence. The school is not yet at the stage where staff are confident to monitor the teaching of their subject by other teachers, or have an overview of how well the curriculum is being covered or the standards achieved. They are therefore not sharing good practice and this is particularly evident in the subjects, such as design and technology or music.

40. Governors have clear roles and responsibilities for all aspects and developments of school life. They meet all their statutory responsibilities. They have continually backed and supported the headteacher, ensuring that the strategies being put in place are effective in bringing about changes, and improvements in standards, teaching and curriculum development. The chair of the governors has been of considerable support; meeting weekly with the headteacher to review progress. The current system of school improvement planning is strategic, and includes priorities beyond the current year despite the change in role in the near future. Finance and resources have been well analysed and business plans adopted. The governors have very clear understanding of value for money. For example, recent changes to fencing and play areas have been carried out well and improved the safety and the provision. Administration staff are extremely efficient; they understand finance and procedures thoroughly.

41. The funding of Outreach Service which provides training, support advice, and guidance to a large number of primary schools is managed by the school. The demand is unpredictable and the carry forward shown in the budget reflects this. The service has reduced the number of pupils being excluded from mainstream education, established a falling number of pupils being educated at Longspee.

**Financial information for the year April 2002 to 2003**

Income and expenditure (£)	
Total income	695713
Total expenditure	658077
*Expenditure per pupil	15668
** Expenditure per pupil	13382

Balances (£)	
Balance from previous year	72094
Balance carried forward to the next	117491

---

\*This includes the funding for the school to provide its Outreach Service.

\*\* This figure represents the actual amount per pupil when the funds for the Outreach Service are removed from the total expenditure.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS.**

### **SUBJECTS IN KEY STAGES 2**

#### **ENGLISH**

42. The provision for English is **good**.

- Pupils make good progress in their speaking and listening skills.
- The level of reading by some pupils is above the national average,
- The quality of teaching and learning are consistently good and help pupils to make good progress.
- There is insufficient emphasis placed on the improvement of handwriting.
- Literacy skills are well promoted across the curriculum.

#### **Commentary**

43. Pupils mainly enter the school with very low standards of achievement in literacy and also sometimes in language development. The majority of pupils, due to good teaching make good progress in developing their speaking, listening, and reading skills. This enables them to transfer back into mainstream school with confidence that they can access the curriculum. Some pupils who are currently in Year 6 are achieving levels in reading which are comparable with those found in mainstream education. Well balanced lessons are planned to meet a wide range of learning needs. Challenging debates encourage pupils to use imaginative and descriptive vocabulary to create prose and poetic speech, which the teacher transfers to a whiteboard for their handwriting exercises. Higher achieving pupils are very articulate in expressing sensitive emotions in their poetry, and some spontaneously link their English work to geography by talking about erosion and the effect rain has on coastal erosion.

44. Pupils who are experiencing reading difficulties follow a reading scheme matched to their ability level. However, higher achieving pupils are encouraged to read a wide range of books, and there are pupils in all years whose level of reading and comprehension is above the average expectation for their ages. All pupils are heard to read twice a week by teaching assistants, who keep detailed records of their pupils' progress and the books which have been completed. Library resources are good, with a wide range of good quality fact and fiction available. Pupils know how to find what they want and show respect for the books and for the learning areas

45. There is good evidence in the pupils' work and in displays around the school of imaginative writing. However, in all years the handwriting is well below average standards, and many everyday words are wrongly spelt. Letters are ill-formed, badly spaced and uneven, and very few pupils show signs of developing styles. Much of their work is word processed from these rough drafts and the accuracy of this suggests that they are familiar with spellcheckers.

46. The development of the subject over the last few years has been a priority but sometimes the pace of change has been slowed down by staff absence. However, the National Literacy Strategy has been implemented and can be seen being used confidently in all classes. The senior managers have recently appointed a new co-ordinator who is currently reviewing the schemes of work and overall planning. Although he has not yet begun monitoring the teaching of English and literacy, senior management staff within the school have observed and monitored the quality of the teaching and learning. Their records indicate an improving trend in the pupils' overall standards, which is supported by the national assessment test results for 2003. These indicate that pupils' overall achievements in English equal the national targets for improvement and this is good. This information has been used well to set the end of key stage targets for 2004.

47. In order to improve standards further, it is necessary to ensure greater focus on developing handwriting skills. This was an area for development in the last inspection and continues to be an issue for the school to address. Nevertheless, there is a significant improvement in the standard of English and literacy throughout the school since the previous inspection. Literacy is now well embedded into the curriculum and is closely monitored by the senior management team to ensure consistency of approach in all lessons.

### **Language and literacy across the curriculum**

48. All staff have received training in planning units of work to develop pupils' literacy, and as a result, literacy skills are well promoted across the curriculum. For example, teachers encourage the pupils' vocabulary development and spelling skills through subject specific vocabulary, spelling lists and reminders and there are frequent reminders to write neatly in complete sentences. There is good practice in physical education and design technology. In these subjects pupils make written evaluations of their work, commenting on what they have achieved and how they feel about their results, which is good self-evaluation. Basic literacy skills are well promoted across the curriculum, with subject specific vocabulary, spelling lists and reminders of writing neatly in complete sentences. End of lesson sessions provide good opportunities for pupils to discuss and explain what they have achieved during lessons.

### **MATHEMATICS**

49. Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- The quality of teaching and learning is good and the National Numeracy Strategy is being implemented well in lessons.
- The vision and commitment of the new co-ordinator has led to recent improvements in the subject.
- Learning support staff make a good contribution to the smooth running of lessons.
- The co-ordinator has not yet been able to monitor teaching across the school.
- The development of numeracy across the curriculum to support learning is not yet sufficiently developed.

#### **Commentary**

50. The provision for mathematics has improved well since the last inspection. However, until the beginning of last term developments had been slow, mainly due to unsatisfactory co-ordination and prolonged staff absence. After reviewing the progress of the pupils and the quality of the curriculum development, senior management took measures to rectify the situation and appointed a new subject coordinator. Working with the numeracy advisor from the LEA, the new subject leader has made good improvements to planning with the introduction of the National Numeracy strategy. There has also been additional training for staff, in the consistent use of well planned, interesting and challenging activities, as well as variety of teaching strategies. It is too early to evaluate the overall impact of this on achievement and the progress pupils make over a period of time. However, the school's comprehensive monitoring and assessment system for mathematics reveals that pupils make the same amount progress over a year as the average pupil in mainstream education. This, in relation to the difficulties pupils have in engaging in learning, and the very low standards of achievement which they have when they enter the school shows that pupils achieve well.

51. Teaching and learning are good and follow the guidance of the Numeracy Strategy. As a result, most pupils achieve well, and are well prepared to transfer back into mainstream or other special schools. A particular strength is teachers' use resources to enable pupils to understand the purpose of the sessions. For example, basic skills are increased through the use of games and competitions that develop pupils' ability to work with each other in collaborative pairs. The use of the

mental arithmetic exercises provide lively beginnings to lessons, and also provide opportunities for pupils to reinforce what they have previously learned. Relationships between adults and pupils are very positive and this creates a good working atmosphere. Pupils are happy and learn how to behave. Good questioning techniques are used well to develop pupils' understanding. Teachers use different activities for pupils of different attainment levels, and these activities challenge both the higher attaining and lower attaining pupils a result, they make good progress. However, in some lessons, the learning objectives of the lesson are not assessed in sufficient detail to provide pupils with a clear understanding of what they need to do to improve.

52. Support staff are valuable members of teams as they provide important links for pupils who would not be able to take part fully in lessons. They particularly help pupils, who become upset by the challenge of the learning activities, to manage their behaviour more effectively. Because of this pupils complete work and achieve.

53. Senior managers have not been complacent about the improvements made to the subject and the standards achieved. They have identified through the analysis of assessment that pupils last year, generally, made better progress in literacy than numeracy over the same period of time. In order to raise achievement, the senior managers have increased the individual and whole school targets based on previous collated data. They have made this subject and its standards a priority and a good start has been made in auditing the resources so that more effective use can be made of them to further enhance teaching and learning. The co-ordinator is very clear about what needs to be further improved, such as, the increased use of computer programs for mathematics within lessons to reinforce learning, and more involvement of pupils' in evaluation of their learning. These are appropriate and necessary improvements. Although he is not yet involved in the monitoring of teaching across the school, there is evidence that some monitoring has taken place, mainly by the senior management team.

### **Mathematics across the curriculum**

54. Teachers make satisfactory use of mathematics in other subjects of the curriculum, such as in science and in information and communication technology, and by providing opportunities to count, to use mathematical vocabulary, and to explain shapes. However, the school recognises that it needs to develop numeracy in a more structured way when teaching other subjects across the curriculum, and plans to do so in other subjects are missed because of insufficient planning.

## **SCIENCE**

55. Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve very well as a result of the good teaching and the emphasis on practical work.
- There has been very good improvement since the last inspection.
- Leadership and management are very good.
- Assessment and target setting are good.
- Insufficient use is made of opportunities presented by the local community and environment.

### **Commentary**

56. Analysis of work completed last year indicates that standards are above the average for similar schools. The current Years 5 and 6 entered school with well below average understanding of the world about them and poor social and communication skills. These have had a negative effect on the standards being reached, but pupils achieve very well in relation to their prior attainment. Pupils in Year 6 are in line to achieve similar standards to last year as a result of the generally good and sometimes very good teaching, an emphasis on practical work, and good assessment and target setting. No differences were observed between the achievement of boys and girls, and they all

achieve well, including those with additional needs. However, with the exception of 'Healthy Eating' work, planning for lessons does not place sufficient emphasis on taking opportunities to learn outside of the classroom; this restricts opportunities for them to apply their knowledge to the environment.

57. Teachers' subject knowledge is generally secure, and in the better lessons behaviour management is confident and planning shows a clear focus. In these lessons pupils learn well, show interest and enthusiasm for the subject and concentrate hard. Where class control is less secure, pupils' learning is only satisfactory. Teachers provide good opportunities for pupils to carry out experiments, and analysis of work indicates that these are recorded appropriately, with support staff helping the process. There is good emphasis in all lessons seen on the correct use of specific vocabulary, which ensures that pupils fully understand scientific terms. For example, a Year 4 pupil explained clearly why he had set up a fair test. There are some very good examples of teachers selecting and planning their work in the light of what pupils had understood and achieved. This results in pupils consolidating and reinforcing their learning. For example, pupils found a visual approach to topics, such as blood, oxygen, and forces easier to understand.

58. There have been many improvements since the last inspection. These include:

- A steady improvement in the levels that pupils reach.
- Better assessments of attainment and tracking of pupils' progress so that teachers can plan to meet the learning needs of pupils.
- More effective leadership and management of the subject leading to an interesting scheme of work, more time for the subject and better resources.

59. There remain some areas for development. There are no rigorous risk assessment procedures and staffing difficulties have recently slowed the frequency of monitoring. Opportunities to use the wider community are not always taken. Nevertheless, the school is committed to improvement and there is a good capacity for future improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

60. Provision in information and communication technology is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well because they are effectively taught a wide range of skills.
- The subject is planned and co-ordinated well.
- The inclusion of the co-ordinator in lessons with other teachers provides opportunities for support, advice and the monitoring of standards.
- Teachers do not use computers enough in lessons across subjects.

### **Commentary**

61. Overall pupils achieve well in this subject because they can demonstrate a good range of skills in using the computers and software, and know how to control, manipulate and research information. They access programs independently and show they can store and retrieve information, format text into different styles colours and sizes, and independently. They search the hard drive of a computer to find the particular files they need, such as when inserting clip art into a document. Although, not all pupils have computers to use at home, most can use the Internet to search for information. These standards have been achieved through the planned, and well co-ordinated, development of the subject. The co-ordinator, along with the senior management team has worked hard to develop the resources so that pupils have access to up-to-date computers and programs in a room dedicated to the teaching of ICT. In addition, all pupils have one discrete lesson a week in this room, and are able, because of sufficient resources, to have access to an individual computer. This helps with their behaviour as they do not have to share resources.

62. The curriculum has been very well planned using national guidelines as a basis for the areas of learning. It covers all aspects of the subject and also has good links with most other subjects, such as art, geography and mathematics. Planning is detailed and shows the learning objectives of each unit of work as well as the expected learning outcomes. This provides teachers with a clear picture of what they are hoping pupils will achieve and a basis for assessment of pupils. Pupils are assessed against these outcomes. However, the next planned stage of development, which is linking of these outcomes with National Curriculum levels of attainment, has yet to be completed. Levels achieved and the progress individual pupils have made are recorded and reported in the end of year reports.

63. During ICT lessons class teachers are very well supported by the ICT coordinator. This has helped to boost teacher's confidence, and enables pupils to have more support for their learning so they do not become angry when equipment fails to work as quickly as they would like. It also provides the co-ordinator with a complete overview of pupils' achievements, the appropriateness of programs, and ongoing support and advice to staff. As a result, teaching and learning is good overall. Objectives are shared at the beginning of lessons and there is the development of appropriate vocabulary connected with the subject which supports their achievement in English. Although pupils are very eager to use the computers and start the activities, they are well managed by staff so that they listen and understand what they need to do. Sometimes, because of this enthusiasm, it is more difficult to stop the pupils before the end of the lesson to review their learning. In the lessons observed, learning support assistants worked very well with teachers, and the support and training they have received from the co-ordinator is evident by the level of skill and expertise they showed.

64. The co-ordinator understands the requirements of this subject and is enthusiastic about developing it. However, it has only been in the last term that she has been able to work along side colleagues. This has not yet been extended into the classrooms where pupils have access to computers but they are not routinely used as part of each lesson to support learning. This is not because teachers are not confident or do not have the skills, but because they are intent on ensuring that pupils are behaving well, developing the right attitudes to work and engaging in activities.

65. The school has made good progress in this area since the last inspection when there were insufficient resources, with many computers based in the corridor, and the curriculum was not planned or taught in a way which enabled pupils to learning progressively.

### **Information and communication technology across the curriculum**

66. This is an area for development in the school. Although pupils have access to all subjects through the ICT curriculum, it is not routinely used or planned for in all lessons or subjects. It is used well to support learning in English, but insufficient use made of it in mathematics.

### **HUMANITIES**

67. In history and geography three lessons seen in total, and one in religious education.

#### **Religious education**

69. Insufficient lessons were seen to make an overall judgement on the quality of the provision for religious education.

#### **Commentary**

69. The school follows the locally agreed syllabus for the teaching of religious education. Photographic records and an analysis of the pupils work indicate that they make satisfactory progress in their study of a range of world religions. In the only lesson seen, pupils demonstrated a good knowledge of the events leading up to and including the Israelites flight from Egypt. Excellent planning by the teacher, with strong support from teaching assistants, reinforced and further

developed this learning by the complete re-enactment of a Passover feast. Despite their initial reservations, all pupils tasted and enjoyed a range of relevant foods and there was much good humour and social interaction in this outstanding lesson. By the end of the session pupils were able to use Jewish words accurately to discuss what they had eaten and the significance of each dish.

70. The recently appointed co-ordinator for religious education has developed new schemes of work to cater for the wide range of individual needs within the school. Resources are good and are used well to support learning. The subject makes a valuable contribution to the pupils' spiritual, moral, social and cultural development, and pupils prepare their own prayers for daily assemblies, which also provide good support to religious education.

71. At the time of the previous inspection the provision for religious education was judged to be satisfactory. An analysis of the pupils' work, displays and photographic records and from the observed lesson, indicates that this has improved.

## **History and Geography**

72. Insufficient lessons were seen to make an overall judgement on the quality of the provision for history and geography.

## **Commentary**

73. There is every indication from teachers' planning, assessment records and pupils' work that pupils' achievement is satisfactory. Both subjects have benefited from new schemes of work, and associated assessment, which ensures that the major programmes of study are followed. This allows pupils to enhance their skills and understanding. For example, thoughtful planning has led to some effective topic work and good examples were seen of carefully produced Ancient Egyptian sarcophagi in history, and some studies of an Indian village to show how Poole is different and distinctive. Assessment arrangements in both subjects are good and staff keep clear records of the levels pupils attain. Teachers try hard to develop empathy in history through, for example, the study of Victorian schools but many pupils have comprehension and communication difficulties which make progress difficult.

74. Subject co-ordinators are not yet at the stage of observing other teachers teaching the subject or the sharing of good practise, but through communicating as a whole school have developed the subjects well and addressed the weaknesses mentioned in the last report.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

75. Altogether eleven lessons were observed. There were two in music, two in design and technology, two in art and design, and five in physical education.

## **Art and design**

76. The provision for art and design is **satisfactory**.

## **Main strengths and weaknesses**

- The subject co-ordinator has made good progress, in a short time, on developing curriculum, auditing the resources and developing assessment.
- Many classrooms are too small for the teaching of some aspects of art.
- There has been no opportunity for the co-ordinator to observe lessons and share good practice.



## Commentary

77. The subject has been one of the priorities for development in the school in the last year since the appointment of a new co-ordinator. In a short time a policy has been rewritten, and a new curriculum based on nationally recognised units of work has been developed. This provides well for pupils across the year groups and enables them to cover the same work as if they were in mainstream school. This is especially beneficial for pupils when they transfer back to mainstream education. However, units of work have to be carefully chosen because some of the activities cannot be taught in the confined space of the small classrooms. This leads to a narrowness of the curriculum as the school cannot promote collaborative work on projects, the construction of large three dimensional pieces of work, or even leaving pieces of work to dry. Achievement is therefore satisfactory at the present time but in a narrow range of the curriculum.

78. Management of the subject is developing but there has been little opportunity to share good practice, except through the observation of pupils' work which on display around the school. Pupils' work is kept and their level of attainment is assessed against National Curriculum levels and is recorded and reported in end of year reports.

## Design and technology

79. The provision for design and technology is **unsatisfactory**.

## Main strengths and weaknesses

- The quality of teaching and learning is currently good overall.
- Some aspects of the curriculum and the resources need to teach them are undeveloped, and the pace of development is slow in relation to other subjects.

## Commentary

80. The school is currently concentrating on developing this area of its curriculum and as a result the quality of teaching and learning is good overall. However, the curriculum has not been in place long enough to ensure that the pupils have covered a balance of the different aspects of the subject. For example, some elements of mechanics, cooking, and design are underdeveloped and pupils have not had enough experiences of them to make consistent progress. However, in the areas they have covered, pupils are achieving satisfactorily. They have made progress in developing their knowledge and skills in designing packaging, creating variations in weaving patterns and making plans and designs for a variety of foods. Although, older pupils use design programs within their ICT lessons, it is not being used in the classroom as part of the design and technology lessons.

81. Good relationships and teamwork ensure that learning takes place in friendly classes where pupils discuss their work confidently. Support staff ensure that pupils know how to behave well. Some opportunities are missed when pupils are not wholly involved in judging how well they have done. Good teaching challenges pupils to try to do their best, this establishes an atmosphere of work and targets are met. Lessons are planned to meet the needs of every pupil, when this is done correctly pupils all complete tasks. When plans are loosely followed, some pupils do not achieve as well as they can. Practical lessons are the most successful. Co-operation with parents is also useful when projects include baking or building using household items. All staff provide good role models for pupils, especially when building a design vocabulary to explain what they want from their plans and designs.

82. The management of the subject is developing and is currently satisfactory, but the pace of development in this subject is slow in comparison with other subjects. The quality and quantity of resources, in relation to the curriculum, have not been audited as much as other subjects. Therefore teachers do not have access to all they might need. A portfolio of work that has been covered is in its early stages of development and is not yet assessed against National Curriculum levels. Examples of good practice in teaching and learning are not yet being shared across the school through

monitoring by the co-ordinator. The support documents provide teachers with good examples of planning and ideas, but staff have so far had few opportunities to work as a group on collaborative planning.

83. There have been some satisfactory improvements made since the last inspection, for example, the use of the school assessment procedures, and also in the quality of teaching and learning.

## **Music**

84. Provision in music is **unsatisfactory**.

### **Main strengths and weaknesses**

- The school has an experienced co-ordinator with a high level of expertise, however the expertise of others who teach it varies.
- The achievement of pupils is not as high as it should be.
- The subject has not improved since the last inspection.

### **Commentary**

85. The provision for music across the school is a mixture of strengths and weakness, and because of this pupils' achievements and the progress they make over time are also uneven. The school has a very valuable asset, in the musical expertise and experience of one of the teachers, who is also the co-ordinator. Where pupils are taught by this teacher, for example for singing across the school, or in his class music lessons, the standards are high, pupils sing very well, and the quality of teaching and learning is very good. There is also evidence of their understanding of rhythm when they take part in dance sessions in physical education, and they achieve well when visiting musicians take sessions.

86. However, other teachers in the school do not have musical expertise, and some are struggling to use the newly purchased commercial scheme to support their teaching. Teaching is overall satisfactory within the narrow range of the curriculum, and very good when taught by the co-ordinator. Because of this there is a lack of evidence in how well pupils achieve in composing, and in performing with instruments. Pupils' ability to appraise music varies. The one lesson music from the new scheme used did not appeal to pupils and they became uninterested and would not engage sensibly in the activities. It was only due to the firm management by the teacher that they re-engaged in the activity and demonstrated that they could complete the task required of them.

87. The leadership of the subject is satisfactory but development in relation to pupil achievement and standards has not been a priority for the school, although they have recognised that teachers needed a scheme of work which would help them deliver the curriculum, and also a range of resources. These have been purchased, and pupils show eagerness and motivation to use them. The co-ordinator realises that if he were to teach music to all classes, it would provide continuity to teaching and learning and also make effective use of his expertise in improving the quality of the overall provision. However, in the overall improvement of the school, this has not been possible to achieve because he has a class responsibility and the pupils in this class need the consistency of being taught by one teacher. This also affects the monitoring of teaching and learning in each class by the co-ordinator, which has not yet taken place.

88. The subject has not improved since the last inspection, especially in relation to assessment, the tracking of progress, and the expertise of teachers.

## Physical education

89. The provision for physical education is **good**.

### Main strengths and weaknesses

- Curriculum developments have been well managed.
- The quality of teaching and learning is good and as a result pupils achieve well.
- Good and safe behaviour is stressed and expected.
- The quality of the teamwork between staff is very good.

### Commentary

90. The school has developed this aspect of the curriculum very well and it is being well managed by its co-ordinator. A wide range of curriculum opportunities have been developed for all pupils, including athletics, swimming, dance, outdoor games, and soft play for younger pupils. These are very well matched to pupils' needs and abilities, ensure that the activities and expectations are well matched to their needs, and provide opportunities for all pupils to raise self esteem and achieve. As a result pupils achieve well. They take part in a very wide range of activities and make good progress. For example, pupils in Year 6, interpret music well when building dance sequences to match the movement of birds. They listen and watch and think carefully to achieve their target. In swimming and gymnastics they achieve good standards and use their skills to good effect on sports day. However, outdoor activities, visits and adventure education are at early stages of development as the school has a priority of safety first.

91. The quality of teaching and learning are good. Teachers have established good routines in each lesson; these mean that little time is lost explaining how pupils need to behave. All pupils know why they need to warm up before exercise, and follow instructions because they understand what may happen if they do not. Lessons start promptly, activities are lively and challenging and pupils clearly enjoy the sessions. Teachers understand their pupils, this enables them to plan for individual progress, and as a result pupils' skills improve in each area of the subject. Pupils are eager to take on responsibility and volunteer and help sensibly with the managing of the equipment. There are clear 'rules of engagement' and pupils who try to opt out or disrupt are managed very efficiently by staff. Good and safe behaviour is stressed and expected, and pupils demonstrate that they understand its need. This was apparent during the lessons observed, and especially as the hall has to be used as a passageway to the upper school, and all pupils were seen to be aware of this.

92. There has been continuing professional development for all staff, providing high quality teaching and learning, and making use of outside training courses. The school also makes good use of outside coaches to teach areas which require additional expertise, such as dance. The quality of the teamwork between staff is very good and is critical to the successes and safety of pupils. They make sure that all pupils are encouraged and praised. When pupils are involved in jumping, rolling, and running, staff encourage them to keep up momentum between activities. All staff acknowledge the good quality performances. As a result pupils are keen to improve presentation, and are pleased when staff records pupils' times in competitive events.

93. Leadership is good with curriculum development providing teachers with plans and guidelines but opportunities to observe teaching have been difficult due to staff shortages. However, resources have been matched well to the needs and abilities of pupils, as well as the curriculum, and their use is carefully monitored and evaluated. The portfolio for the subject is well used to illustrate achievement but the school is not yet at the stage of annotating it, although there is a comprehensive record of pupils' successes.

94. There has been good improvement in this subject since the last inspection. It has a high profile in school and is well managed. Health and safety, and risk assessments are now comprehensive and these enable pupils to learn in safe environments.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

95. Provision in personal, social and health education is **good**.

### **Main strengths and weaknesses**

- This subject underpins the ethos of the school and promotes personal development.
- Teaching and learning is good and effective use is made of specialist teachers from outside the school.

### **Commentary**

96. This aspect of the curriculum was not reported on at the time of the last inspection. However, very good improvements have been made to the school's overall provision of this subject, so that it covers aspects of self-awareness, awareness of others, as well as a greater consciousness of the world in which they live. Throughout the school, pupils make good progress in PSHE because it is taught both as a lesson and also because it permeates other areas of the curriculum, such as registration, break and lunchtimes. The subject supports the overall very good ethos of the school because it assists the pupils' development of socially acceptable behaviour, relationships, and care and consideration of others.

97. Where specific lessons of PSHE are taught teaching is good. There is evidence of very good planning, giving clear learning outcomes which pupils and learning support staff are aware of. Good use is made of the subject to support pupils' achievement in English by developing their speaking and listening skills. The relationships between pupils and staff are very good and this supports the achievements in personal development very well, for example in taking turns, working co-operatively and making choices. Pupils become supportive of each other, learn to be tolerant of, and often ignore, pupils who are struggling to control their emotions and behaviour. The school is making good use of visiting teachers, who specifically work through drama sessions, with groups of pupils experiencing difficulties. In the one session observed, most pupils were eager to participate, and those who were reluctant to participate in some of the activities were encouraged and gently persuaded to overcome their inhibitions.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

<b>Overall standards achieved</b> ( <i>In a special school such as this, standards achieved are judged against individual targets and not national standards.</i> )	<b>3</b>
<b>Pupils' achievement</b>	<b>3</b>

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	1

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*

